



# **School Development Plan 2021 - 2022**

# Vision and Values

## Our vision

### Therapeutic Environments; Therapeutic Experts; Positive Outcomes

- **Environment:** A therapeutic, harmonious environment which promotes feelings of safety and security, to allow our pupils to explore, enjoy learning, and reach their full potential. Building a sense of community around the child.
- **Experts:** A leading therapeutic provision which is high quality and expert in recognising and meeting the needs of ALL of the pupils, with outstanding teaching and engaging learning
- **Outcomes:** Achieving positive outcomes for ALL our pupils, including emotional wellbeing and self-belief, creating successful, happy, healthy individuals. Developing skills that enable their ability to sustain employment and build security in their lives.

## Our values

### **Positivity:**

We engage children in learning to allow for all pupils to have a positive experience of education.

We recognise pupils' progress daily. All of our pupils achieve and this is rewarded and celebrated.

We promote positive relationships between parents/carers, pupils and staff.

Mutual respect and tolerance are central to our ethos.

### **Understanding:**

We use a nurturing approach to meet pupils' individual needs.

We have a good understanding of our learners and when they need support.

## School Development Plan

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We want the best outcomes for our children and share their parents'/carers' hopes and aspirations.

Individuality and diversity are celebrated.

**Personalised:**

We develop tailored programmes relevant to a pupil's individual needs and interests.

We adapt the learning environment and curriculum to allow young people to feel safe, secure and enable them to achieve.

We provide our pupils with a range of strategies to help them to succeed in life.

The child is at the heart of everything we do.

## **2021/2022 Priorities**

### **Therapeutic Learning Environment**

- Further support young people to self-regulate and manage their stress responses using Emotion Coaching
- Support the communication development of all pupils using ELKLAN
- Improve our understanding of attachment theory through the principles of nurture
- To ensure a complete induction programme for new staff to cover an introduction to all Federation initiatives
- To continue to embed mindfulness into the curriculum

### **Active parental involvement in our therapeutic approach**

- Introduce parents to our therapeutic approach through well planned parental events

### **Looking after our staff as well as our pupils**

- Improve the staffroom environment to improve staff well-being

### **Well-functioning teams**

- Improve the coaching skills of middle leaders
- Further develop the team working ethos
- Celebrate the skills and strengths of staff

### **Learn from others' expertise & share ours**

- Create links with primary schools

### **Developing appropriate curriculum & pathways**

- Widen the cultural capital of our curriculum

### **Measuring outcomes (including successes) in all areas**

- Improve Pupil Attendance
- Improve outcomes of pupils in post-16

## 1. Creating a Therapeutic Learning Environment

Priority 1: Further support young people to self-regulate and manage their stress responses using Emotion Coaching

Success Criteria:

- Barriers to learning will be reduced:
  - reducing exclusions (reduction by 5%)
  - improving attendance (increase of 5% attendance)
  - improve pupil progress (75% of pupils making at least expected progress)
- Teachers create an environment that focuses on pupils needs – evidenced through QA structure.
- Impact would be shown in Quality Assurance checks – learning walks, pupil books, lesson observations & planning.
- Better trained staff.

Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
1.1.1 All staff are trained in Emotion Coaching	Plan for new staff to the Federation to be trained in Emotion Coaching as part of induction plan.	July 2021	KB / AB	Emotion Coached children and young people:	Cost of Janet Rose	
	Termly refreshers of emotion coaching led by our Emotion Coaching mentors	July 2021	HT	Achieve more academically in school Are more popular Have fewer behavioural problems Have fewer infectious illnesses Are more emotionally stable		
	Janet Rose to deliver a training session to explain the underpinning	November 21	AB	Are more resilient		

	principle of Emotion Coaching					
1.1.2	Ensuring safe spaces are available for the pupils	Staffing structure to enable for safe spaces to be available for pupils throughout the day when in crisis or in need to some time out / quiet time  Ensure space is assigned for the safe spaces and adequately kitted out to make it a purposeful environment.	April 2021  Sept 2021	AB / KB / AOB  HT / AOB	Pupils will be supported to regulate their emotions in a safe environment, enabling them to manage their emotions better and more efficiently, leading to reduced behaviour incidences and reduced exclusions.	Staffing costs  Cost of equipment.
1.1.3	To embed the CPD schedule from 2020-21 which was interrupted by Covid19	Incorporate the training sessions that were missed due to Covid19 into the 2021-22 CPD plan – 1. Speech and Language (ELKLAN) 2. Dyslexia 3. ADHD 4. ASD 5. Attachment / Trauma	Sept 2021	KB	All staff will be able to implement actions and meet the specific needs of all pupils in relation to their learning.  Barriers to learning will be removed or reduced.	Dyslexia online training for new staff.

	6. Nurture Group Theory and practice 7. Anxiety 8. Any other					
Priority 2: Support the communication development of all pupils using ELKLAN			<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>Barriers to learning will be reduced: <ul style="list-style-type: none"> <li>reducing exclusions (reduction by 5%)</li> <li>improving attendance (increase of 5% attendance)</li> <li>improve pupil progress (75% of pupils making at least expected progress)</li> </ul> </li> <li>Teachers create an environment that focuses on pupils needs – evidenced through QA structure.</li> <li>Impact would be shown in Quality Assurance checks – learning walks, pupil books, lesson observations &amp; planning. (Increased use of ELKLAN strategies)</li> <li>Better trained staff.</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
1.2.1 To ensure all new teachers are trained in ELKLAN L3	Register staff for the ELKLAN training  Embed training sessions in to the daily afternoon CPD schedule.		AB  KB	Improved teaching across the Federation.	Costs for training.	
1.2.2 To embed ELKLAN into the school curriculum and school day.	Review previous action plan and develop new action plan for current year.	Summer 21	Communication Team & Faith Cross	Staff will continue to develop their knowledge of ELKLAN strategies and continue to remove barriers to learning for		

	Implement action plan through CPD training	March 21	KB / Communication team	pupils and improve pupil attainment.		
Priority 3: Improve our understanding of attachment theory through the principles of nurture			<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>Nurture staff will have improved understanding of the nurture principles and how adverse childhood experiences and attachment theory underpin the 6 principles.</li> <li>Teaching and learning will improve.</li> <li>Barriers to learning will be reduced: <ul style="list-style-type: none"> <li>reducing exclusions (reduction by 5%)</li> <li>improving attendance (increase of 5% attendance)</li> <li>improve pupil progress (75% of pupils making at least expected progress)</li> </ul> </li> <li>Teachers create an environment that focuses on pupils needs – evidenced through QA structure.</li> <li>Impact would be shown in Quality Assurance checks – learning walks, pupil books, lesson observations &amp; planning.</li> <li>Better trained staff.</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
1.3.1 To ensure that one member of staff is trained at each site in the theory and practice of Nurture Groups	Member of staff at each site identified and booked onto a course.  <a href="https://www.nurtureuk.org/our-services/training/theory-and-practice-nurture-groups">https://www.nurtureuk.org/our-services/training/theory-and-practice-nurture-groups</a>	Dec 21	HT	Staff will be able to deliver basic training to the rest of the school around Nurture Group Practice including:  Nurture Principles - The relevance of early childhood experiences on the learning, development and wellbeing of children	Cost of course (£600 PP)  CC –  MH –  SX – Deena Fulcher or Neil Oldham	

				<p>and young people;</p> <ul style="list-style-type: none"> <li>- The significance of attachment theory and neuroscience for nurture practice;</li> <li>- Consideration and reflection on how attachment theory and neuroscience underpin the six principles of nurture and nurture practice.</li> </ul> <p>The Boxall Profile The training provides knowledge of the underpinning theory of the Boxall Profile and practical application. This includes the completion of assessments, interpretation, and planning.</p>		
1.3.2	Trained member of staff to share information with staff	Planned CPD session to be led by lead staff member	March 22	KB / HT	All relevant staff will have an understanding of the Theory and Practice of Nurture Groups.	CPD time incorporated in CPD training plan.
Priority 4: To ensure a complete induction programme for new staff to cover an introduction to all Federation initiatives				<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• Barriers to learning will be reduced: <ul style="list-style-type: none"> <li>○ reducing exclusions (reduction by 5%)</li> <li>○ improving attendance (increase of 5% attendance)</li> </ul> </li> </ul>		

			<ul style="list-style-type: none"> <li>○ improve pupil progress (75% of pupils making at least expected progress)</li> <li>• Teachers create an environment that focuses on pupils needs – evidenced through QA structure.</li> <li>• Better trained staff.</li> <li>• 90% positive training evaluations on Blue sky.</li> <li>• Better teaching (evidence through QA analysis)</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
1.4.1 Induction training plan	New staff training plan to be developed to ensure all new staff have an introduction to the basic values of the Federation: <ul style="list-style-type: none"> <li>• Emotion coaching</li> <li>• Restorative practices</li> <li>• Mindfulness</li> <li>• Dyslexia</li> <li>• ELKLAN</li> <li>• Meeting the specific needs</li> <li>• Emotional literacy / growth mindset</li> </ul>	July 21	KB / AB	All staff have an awareness of the underpinning values of the school and be able to use the skills to support the pupils.		

	New staff to be given a copy of 'Hacking School discipline' which brings together the fundamental training.	Sept 21	HT		£15 per book.	
Priority 5: To continue to embed mindfulness into the curriculum			<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>• A member of staff on each site trained to deliver mindfulness and to support TA's delivering mindfulness sessions.</li> <li>• Staff across the Federation able to deliver in house mindfulness training.</li> <li>• Appropriate resources to deliver mindfulness session.</li> <li>• Mindfulness curriculum to be created</li> <li>• More resilient pupils with greater wellbeing.</li> <li>• Barriers to learning will be reduced: <ul style="list-style-type: none"> <li>○ reducing exclusions (reduction by 5%)</li> <li>○ improving attendance (increase of 5% attendance)</li> <li>○ improve pupil progress (75% of pupils making at least expected progress)</li> </ul> </li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
1.5.1 Each site to have a person trained in L2 Mindfulness	Identify member of staff who has completed 'Learn mindfulness' to enrol on the 'teach mindfulness' course	Sept 21	HT	Will be thoroughly resource you for the teaching of mindfulness to pupils in schools.  Greater understanding of mindfulness itself	This course costs £760  <a href="https://mindfulnessinschools.org/teach-dot-b/">https://mindfulnessinschools.org/teach-dot-b/</a>	

	<a href="https://mindfulnessinschools.org/mindfulness/train-to-teach/">https://mindfulnessinschools.org/mindfulness/train-to-teach/</a>			Resources to bring it to life in the classroom.		
1.5.2 Each site (where staff have had higher level training) to have some complete the training to become a mindfulness lead.	Staff that have met the requirements to complete the following course to be able to deliver in house training in mindfulness to all staff via the CPD plan.  <a href="https://mindfulnessinschools.org/school-mindfulness-lead/">https://mindfulnessinschools.org/school-mindfulness-lead/</a>	March 21	HT	<p>Whilst you need outside expertise initially to kick start mindfulness, an in-house 'mindfulness lead' plays an important role in embedding it for the longer term by:</p> <ul style="list-style-type: none"> <li>• <b>Running 8 week-courses</b> and drop-in sessions for staff on an on-going basis.</li> <li>• Developing a <b>depth of personal understanding</b> to guide and orient your school's mindful culture.</li> <li>• <b>Tailoring the teaching and practice</b> of mindfulness to your school's own unique needs. Every school is different.</li> </ul>	This six and a half day residential course costs £1,265 (£895 if online).	

				<ul style="list-style-type: none"> <li>Doing the above in a way which is <b>affordable and sustainable</b>.</li> </ul>		
1.5.3	Staff identified to plan daily mindfulness sessions	Staff identified (TA's?) to plan mindfulness sessions to be delivered daily to pupils. <i>This to form part of their appraisal targets?</i>	Sept 21	HT	More consistent mindfulness sessions delivered across the school.	
1.5.4	Mindfulness curriculum to be developed	Lead Mindfulness person to develop a mindfulness curriculum	March 21	Lead mindfulness person	<p><b>Benefits For Students:</b></p> <ul style="list-style-type: none"> <li>To experience greater well-being (e.g. feel happier, calmer, more fulfilled)</li> <li>To fulfil their potential and pursue their own goals e.g. be more creative, more relaxed, academically, personally</li> <li>To improve their concentration and focus, in classes, in exams and tests, on the sports field, when playing games, when paying attention and listening to others</li> <li>To work with difficult mental states such as depressive, ruminative and</li> </ul>	

				<p>anxious thoughts and low moods.</p> <ul style="list-style-type: none"> <li>To cope with the everyday stresses and strains of adolescent life such as exams, relationships, sleep problems, family issues</li> </ul>		
<b>2. Active parental involvement in our therapeutic approach</b>						
<p>Priority 1: Introduce parents to our therapeutic approach through well planned parental events</p>			<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>Parents will have a good understanding of the Federation therapeutic approach supported by an Educational Psychologist</li> <li>Parents will have the opportunity to engage in activities with their children to further develop their understanding of therapeutic processes and strengthen the relationship between parent and child and home and school</li> <li>Parents will feel empowered to use strategies at home and further develop parenting skills</li> <li>Parents will have a better understanding of specific SEN and be able to ask questions and discuss children's behaviour in a safe and supported forum</li> <li></li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
2.1.1 To plan an annual coffee morning in the autumn term, for all parents and carers, where the school educational psychologist, school health,	Book a meeting time with Educational Psychologist for the Autumn Term (they must have developed a clear evidence based explanation behind the therapeutic	June 21	SENCo	Parents have an understanding of the psychology behind the therapeutic approach and the impact it will have on pupils	EP Time	

<p><b>appropriate Governors and key staff (safeguarding &amp; support for learning) share therapeutic approach.</b></p>	<p>approach to share at coffee morning)</p> <p>Support for Learning &amp; safeguarding team, prepare presentation on how the approach is delivered in school which includes opportunities for parents to share experiences</p> <p>School health have information sharing 'stalls' in the meeting room to explain their role and support parents, showing a holistic approach to pupil welfare</p>	<p>September 21</p> <p>June 21</p>	<p>CH Federation Safeguarding Lead</p> <p>School based safeguarding team</p> <p>Support for Learning Staff</p> <p>School Health professionals</p>	<p>Parents understand the Federation therapeutic approach to supporting young people</p> <p>Parents reflect on their own practice at home and feel empowered to try new strategies</p> <p>Multi- agency approach highlights to parents the holistic support provided to Federation pupils</p>	<p>Preparation time</p> <p>Safeguarding Lead – meeting time with individual schools</p> <p>School Health allocated time</p>	
<p>2.1.2 To plan a termly parent engagement</p>	<p>To plan in the diary an afternoon of therapeutic/ mindful</p>	<p>July 21</p>	<p>PSHCE Lead</p>	<p>To engage parents with school and Federation</p>	<p>Time for planning, cost of SMS</p>	

<p>activity which focuses on the emotional curriculum and mindfulness</p>	<p>activities to engage pupils and parents together, supported by school staff</p> <p>To develop a carousel of activities to engage parents to work with pupils: orienteering/walk, cooking, art activity, sport etc. and parents see how staff work/manage pupils</p> <p>To use pupils studying the BTEC food course, to create refreshments for the parents and pupils</p>	<p>Sept 21</p> <p>Prior planning before event date –ongoing</p>	<p>PSHCE Lead/ Support for Learning Team</p> <p>Food Technology Teacher/lead</p>	<p>therapeutic approach, building positive home/school relationships</p> <p>To further develop the team around the child by engaging parents</p> <p>To support/develop parents’ skills in managing their children</p> <p>To develop pupil/parent relationships and share school’s good practice in managing individual pupils</p> <p>To develop skills in ‘planning for the final menu’, BTEC Year 11</p>	<p>messages/letters of invitation</p> <p>Time for planning School minibus-petrol Ingredients for parental cooking activity</p> <p>Ingredients for catering event</p>	
<p>2.1.3 A monthly drop-in session for parents to</p>	<p>A specific workshop , once a month, which discusses/supports</p>	<p>Timetabled by May 21</p>	<p>Support for Learning Staff</p>	<p>Parents educated about pupil conditions</p>	<p>Time for planning</p>	

support specific mental health and emotional difficulties	pupil difficulties e.g. ASD, Sensory issues, depression, self-harm and educates parents on strategies to manage them	Ongoing monthly workshop from September	School Mental Health Team School nurse Safeguarding Lead	Parents able to manage their own and children's mental health better  School knowledge of home-life and difficulties will be improved which will improve parental support	Links with outside agencies (school nurse, charities, support agencies)  A room (currently virtual) to host monthly workshop	
<b>3. Looking after our staff as well as our pupils</b>						
Priority 1: Improve the staffroom environment to improve staff well-being			Success Criteria: <ul style="list-style-type: none"> <li>Improve the staff room environment for teaching staff. 60% of teaching staff will feedback that the morale in the staff room has improved by the end of 2021/2022.</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
3.1.1 Consider the current staff rooms and what appropriate changes can be made to ensure it is a place to work undistracted by students, an escape away from noisy corridors, a change of scene,	Consult with the Staff Well Being Team to devise a questionnaire for staff to complete to identify what is needed in their staff room  Staff questionnaire distributed to all staff	September 2021  September 2021	Staff Well Being Team  Staff Well Being Team	To identify what changes need to made to the current staff rooms		

<p>a break-out area, and store important documents</p>						
<p>3.1.2 Plan what is needed to make the key changes to the staff rooms</p>	<p>Meet with the Staff Well Being Team and review the results of the questionnaire to identify the most common theme of need</p> <p>Agree a budget with the Finance Officer</p> <p>Complete a P/O for each site and order equipment and furniture</p> <p>Teaching staff to complete staff room survey to evaluate the new staff room</p>	<p>December 2021</p> <p>May/June 2021</p> <p>January 2022</p> <p>July 2022</p>	<p>Staff Well Being Team</p> <p>Staff Well Being Team</p> <p>Staff Well Being Team</p>	<p>To identify and purchase what equipment/furniture is needed in the current staff rooms</p>		

**4. Well-functioning teams - AH**

Priority 1: Improve the coaching skills of middle leaders			Success Criteria: <ul style="list-style-type: none"> <li>• Middle leaders confidently and competently take responsibility for whole school initiatives/objectives</li> <li>• Middle leaders drive progress and change through effective staff training</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
4.1.1 Train all middle leaders in coaching techniques	Commission a training provider to provide coaching training for all middle leaders.	April 2021	AB	Middle leaders improve: <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Emotional intelligence</li> <li>• Carrying out difficult conversations</li> </ul>	£2000 Mary Isherwood Educational Leadership Services	
	Middle leaders to attend a four week training course.	June 2021				
	Middle leaders to practice coaching skills and review progress.	Sept 2021				
<b>5. Learn from others' expertise and share ours</b>						
Priority 1: Create links with primary schools			Success Criteria: <ul style="list-style-type: none"> <li>• An effective link is created with a local primary school which allows sharing of Federation expertise</li> <li>• A positive impact on pupil behaviour will impact positively on primary school's data (attendance, exclusions, behaviour support records)</li> </ul>			

			<ul style="list-style-type: none"> <li>• A positive impact on the primary pupils, in the local community, will be recorded</li> <li>• Strong working partnership between Federation school and primary school will be established</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
5.1.1 To identify appropriate primary schools in the local area	Schools are identified in the local area, with criteria provided (disadvantaged area, have sent pupils to Federation, high levels of SEN)	July 21	Family liaison	A list of possible primary schools is created who would benefit from Federation support.	Phone calls/e-mails Staff time	
5.1.2 SLT to contact primary SLT to offer support	A preliminary e-mail is sent out to all identified schools, to offer support and partnership	July 21	Head Teacher	A specific school is identified and express an interest in Federation support	Phone calls/e-mails Staff time	
5.1.3 Areas for development, in relation to behaviour, are identified with the primary school and an action plan of support is agreed	An SLT Member meets with a member of the primary SLT, areas of development around the behaviour and the emotional curriculum are identified.	October 21	Head Teacher/Deputy Head Teacher	A working partnership is created between a Federation School and a local primary, where the Federation is sharing expertise	Staff time	

	<p>Areas for development are written into an action/support plan</p> <p>Levels of commitment and timescales are agreed (agreed by Federation SLT prior to contact)</p>	<p>October 21</p> <p>October 21</p>	<p>Deputy Head Teacher/Support for Learning Lead</p> <p>Deputy Head Teacher/Support for Learning Lead</p>	<p>An effective action plan is created which leads to positive outcomes for the primary school with regards to behaviour and developing an emotional curriculum.</p> <p>The timetable of Support is workable for both Federation and primary school</p>		
5.1.4	<p>Training around the emotional curriculum, is planned and delivered to the primary school</p> <p>The Primary timetable is shared to see if there are opportunities to introduce an emotional aspect to learning</p> <p>Resources are developed by Federation staff to</p>	<p>Autumn Term</p>	<p>Deputy Head Teacher/Support for Learning Lead</p>	<p>The primary school understand the importance of addressing the emotional needs of the cohort and begin a process of embedding this into their timetable with Federation support</p> <p>High quality resources are created to support any inset in the primary school</p>	<p>Staff time</p> <p>Printing Costs</p>	

	support primary school training  Opportunities for INSET are agreed and booked with the primary school	Autumn Term	Support for Learning Team  Deputy Head Teacher	Regular, high quality inset is planned to share Federation expertise with link primary school		
5.1.5 Primary staff visit Federation Schools to observe good practice	Federation staff are identified for outstanding practice and a willingness to be observed  The primary school identify staff that would benefit from an observational visit  A rolling timetable of primary peer observation is developed to support primary staff	Spring Term  Rolling programme	Head Teacher/Deputy Head Teacher  Deputy Head Teacher	Through QA of teaching in Federation Schools, teachers are identified to support peer observation programme  The primary school are able to identify key staff who will benefit from an observational visit, maximising impact of link working  Good practice within Federation schools is identified and forms part of a rolling programme to	Staff time An effective adapted timetable for observations	

				support improvement in the link primary school			
5.1.6	<p>Federation staff responsible for conflict resolution and emotion coaching, work with primary school to train their staff to support behaviour issues using the agreed strategies</p>	<p>Primary school identifies staff to receive training in conflict resolution and emotion coaching</p> <p>Federation staff meet with primary staff for training</p> <p>Federation staff coach primary staff, on primary site to ensure effective embedding of new strategies</p> <p>Primary schools are able to implement conflict resolution and emotion coaching which will have a positive effect on behaviour.</p>	Summer term	Safeguarding and Support for Learning Team	<p>Primary school identify a key staff member/role who will be able to train and embed in new practices</p> <p>Effective training links are created to share Federation expertise</p> <p>Primary staff develop good relationships with Federation staff to ensure confidence in delivering new approaches</p> <p>An improvement in behaviour will be shown in data, including attendance for identified pupils</p>	<p>Staff time</p> <p>Printing Costs</p>	
<b>6. Developing appropriate curriculum and pathways</b>							

Priority 1: Widen the cultural capital of our curriculum			Success Criteria:			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
6.1.1 Develop subject plans for improving cultural capital.	Staff training event in the meaning and importance of Cultural Capital.	May 2021	AB	Each subject has a costed and deliverable cultural capital plan		
	Subject breakout groups to develop a coherent plan of events from year 7 to year 11.	June 2021	HT			
	SLT to quality assure the plans and ensure that they can be delivered.	June 2021	SLT			
6.1.2 Develop a whole-school high quality cultural capital plan and ensure it is delivered	Staff training event used to develop a whole school plan for cultural capital, ensuring that this covers wide range of activities.	Sept 2021	HT	Whole school cultural capital plan is in place and being delivered.		

	Cultural capital plan to be reviewed and updated for the next academic year.	June 2022	HT			
<b>7. Measuring outcomes (including successes) in all areas</b>						
Priority 1: Improve pupil attendance			Success Criteria: <ul style="list-style-type: none"> <li>• Attendance records</li> <li>• PASS survey</li> <li>• Rewards system identifying increased engagement</li> <li>• Pupil progress</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.1.1 AH to share whole staff attendance training PowerPoint	<ul style="list-style-type: none"> <li>• Headteachers to deliver attendance training to all staff</li> </ul>	Sep 2021	AH/Headteachers	All staff understand their role in ensuring good pupil attendance		
7.1.2 Ensure attendance rewards system is in place	<ul style="list-style-type: none"> <li>• School council meeting to discuss current attendance and engagement rewards system</li> </ul>	April 2021  April 2021	SLT	Pupil voice to ensure that the identified rewards have a motivational impact on attendance and engagement.		

	<ul style="list-style-type: none"> <li>Feedback and discuss in FED SLT</li> </ul>					
7.1.3 Chris Boden (attendance officer) to meet with each school's head	<ul style="list-style-type: none"> <li>Arrange a half-termly meeting schedule</li> </ul>	May 2021	Exec Head/CB	To ensure that attendance records are accurate and any recommended interventions are actioned		
Priority 2: Improve outcomes of pupils in post-16			Success Criteria: <ul style="list-style-type: none"> <li>Reduction in the number of school leavers who become NEET following their school leaving date</li> <li>Improvement in the retention of school leavers who do progress into post 16 learning following their school leaving date</li> </ul>			
Action	Milestones	Date	Responsibility	Outcomes	Resources/ Cost	Status (R/A/G)
7.2.1 Reduce the number of pupils who are NEET	Advocacy to achieve milestones and outcomes  Local authority updating EHCP plans following year 11 reviews  Local authority consulting post 16 providers around meeting needs as	Mar. 2021	Mike Solomon ( Career Connect)   EHCP Team @MCC	Improvements in the use of EHCP processes by post 16 providers to ensure learners are supported appropriately enabling retention , achievement and progression towards or into employment		

	<p>identified in the plans prior to start date</p> <p>Training providers correctly using plans to inform support , personalize provision and apply for appropriate funding to meet the needs identified in the plans</p>		<p>SENCO @training providers ( YMCA Training Manchester Growth Co)and Greater MCR Colleges</p>			
7.2.2 Improve the post-16 retention rate	<p>Ongoing liaison with key stakeholders to review the need, identify availability and work through processes to commission provision</p>	<p>Sept. 2021</p>	<p>Mike Solomon ( Career Connect) Local Authority</p>	<p>Improvement in the diversity of post 16 learning provision in to meet the complexity of need and learning styles presented by school leavers and enable retention, achievement and progression towards or into employment</p>		